

A unique approach to PSEO
designed for homeschooled
juniors and seniors.
Offered by North Central
University in partnership with
Mid-Metro Academy.

Pre-Planned PSEO

At Mid-Metro Academy



MID-METRO ACADEMY

This booklet is designed as a preview of Mid-Metro Academy's Pre-Planned PSEO program. Details are subject to change. The program is scheduled to begin Fall 2020, but it requires a minimum of 15 students to run. Mid-Metro Academy and North Central University reserve the right to modify this program at any time.

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St. Paul, MN

PRE-PLANNED PSEO

A unique approach designed for homeschool students

Offered by North Central University in partnership with Mid-Metro Academy.



Our PSEO program uses a cohort model. That means all students who enroll in our program take the same classes each semester. When students enroll, they commit to finishing one year of six classes (if enrolling as a senior) or two years of twelve classes (if enrolling as a junior). Cohorts consist of 15 – 25 homeschooled students who become a close-knit learning community as the year progresses. The chance to develop deeper friendships with other students who are in similar circumstances is one of the main benefits of our program.



Our PSEO program is pre-planned. Courses are predetermined for the two-year period, so there's no poring over college catalogs and grappling with questions about which classes to take of the hundreds of available PSEO courses offered by colleges and universities around the metropolitan area. We've chosen classes that will help students improve core competencies; gain experience in reasoned discourse; and grow in their awareness of society, cultures, and the world. Since courses are designed to meet all ten goal areas of the Minnesota Transfer Curriculum, parents and students can feel confident in the breadth of the education being offered.



Our PSEO courses are traditionally taught using face-to-face instruction rather than online or hybrid delivery methods. Students will develop close mentoring relationships with their North Central University professors and will engage in lively classroom discussions, debates, small group activities, and peer-to-peer learning. Rather than wandering alone in cyberspace or on a large, impersonal college campus, our students benefit from a supportive, smaller, in-person learning environment where all the students are high school juniors and seniors.



Program Fees and Student/Family Responsibilities

This program isn't for everyone. It's tailored for liberal arts and social sciences majors rather than those who intend to pursue STEM careers. Some families may think it's too restrictive since so few courses are offered each semester. Others will welcome its simplicity and decide that the benefits of the cohort model outweigh the lack of choices. Students who enroll are expected to take every course in the order prescribed for one year (seniors) or two years (juniors). Although the tuition is free through

the State of Minnesota, an annual service fee (estimated at \$99) will be assessed to cover room rental and administrative costs, and families must be members of Mid-Metro Academy for their student to enroll. The program requires a minimum of 15 students and will be canceled if minimum enrollment is not reached by June 1, 2020.



WHY TAKE PRE-PLANNED PSEO WITH MID-METRO ACADEMY?

- Retain the high school experience while easing into the world of college.
- Attend with classmates who are all homeschooled high school students.
- Attend one day per week (Wednesday), leaving the other weekdays open for homework, other classes (whether PSEO or high school), employment opportunities, and personal pursuits.
- Minimize commuting and take advantage of carpooling. Students need a car (or driver) just one day a week. Our central Twin Cities location is accessible and convenient.
- Avoid the “small fish in a big pond” effect of taking PSEO on-campus at area community colleges. At Mid-Metro Academy, each student will be a big fish in a small pond.
- Develop deeper relationships with classmates and professors due to the smaller learning community.
- Although your course schedule is predetermined, the classes have been chosen to include those that will help you meet your general education requirements for most schools you might transfer to while covering all ten Minnesota Transfer Curriculum Goal Areas.
- The course load is manageable. Nine credits per semester represents a load that most PSEO students can handle, even in their first year. Those who want a heavier load can supplement with online, hybrid, or on-site classes at NCU or other colleges.

COURSES OFFERED

In 2020-2021, to accommodate incoming seniors, only Year 2 courses will be offered.

YEAR 1, FALL SEMESTER	YEAR 1, SPRING SEMESTER
ENGL 124 Rhetoric & Research (Goal Area 1)	ENGL 230 British Literature II (Goal Area 6)
GEOG 262 Geography (Goal Areas 5, 8)	ICS 112 Cultural Anthropology (Goal Areas 5, 7)
COMM 152 Interpersonal Communication (Goal Areas 1, 7)	HLTH [TBD] Lifetime Health and Wellness (Goal Area: Health*)
YEAR 2, FALL SEMESTER	YEAR 2, SPRING SEMESTER
ENG 215 Basics of Modern English (Goal Area 1)	ENGL 233 American Literature (Goal Areas 6, 7)
MATH 110 Applied Math and Personal Finance (Goal Area 4)	SCI 280 Science, Technology, & Society (Goal Areas 3, 10)
CT 213 Ethics & Worldview (Goal Areas 2, 9)	ICS [TBD] Introduction to Global Studies (Goal Areas 2, 5, 8)

All courses are three-credit courses offered by North Central University and taught by NCU professors via traditional face-to-face delivery in 2.5-hour blocks once per week for 15 weeks. Classes meet on Wednesday from 8:00 a.m. to 4:00 p.m. with a half-hour lunch break. Depending on when a student enrolls, he or she might begin with Year 1 or Year 2 classes. For the 2020-2021 school year, only Year 2 courses will be offered. [TBD] classes are awaiting course number assignment from NCU.

*Goal Areas are those identified in the Minnesota Transfer Curriculum (MnTC). Although Health is not one of the ten Goal Areas, most colleges have a general education Health and Exercise requirement. HLTH [TBD] should transfer as some or all of a college's Health/Exercise requirement.

LEARNING OBJECTIVES AND OUTCOMES

We've chosen these specific courses because they will help students:



Improve core competencies of writing, reading, oral communication, math, and self-management.

Courses that focus on core competencies are ENG125, ENG215, ENG230, ENG233, COMM152, MATH110, HLTH[TBD].



Gain experience in reasoned discourse.

Courses that focus on reasoned discourse are CT213, ICS[TBD], and SCI280.



Grow in their awareness of society, cultures, and the world.

Courses that focus on society and world awareness are ICS112, ICS[TBD], GEOG282, and SCI280.

COURSE DESCRIPTIONS

YEAR 1 Fall Courses (Offered Fall 2021)

RHETORIC & RESEARCH (ENG 124) Credits: 3 Description: Rhetoric and Research is designed to introduce the student to writing as a process and to the skills necessary to conduct college-level research using primary and secondary sources. Though students will write essays with a variety of aims, emphasis is placed on argumentative and analytical writing supported by research. Students completing the course will be able to read sources critically and document them correctly as well as write essays that are unified, rich in supporting detail, have smooth transitions, and are expressed in the varied sentence patterns of standard written English.

GEOGRAPHY (GEOG 262) Credits: 3 Description: This course, while designed to meet the 5-8 social studies endorsement for elementary education students and the 5-12 social studies licensure for secondary education students, may be taken as a general elective. This course examines geography as the intersection of all physical and human phenomena at individual places and of how interactions among places form patterns and organize space. The student will not only study the basic land forms, map interpretation, water systems, weather, climate, water systems and ecology, but will also study elements of cultural geography and political geography as well.

INTERPERSONAL COMMUNICATION (COMM 152) Credits: 3 Description: Examines face-to-face interactions using cognitive learning, skills training, and experiential techniques to better understand and interact with others. Topics include verbal messages, nonverbal communication, listening, self-disclosure, conflict, gender roles and intercultural communication.

YEAR 1 Spring Courses (Offered Spring 2022)

BRITISH LITERATURE: 1785 TO PRESENT (ENG 230) Credits: 3 Prerequisite(s): ENG 124 or ENG 126 Description: This course is a survey of major literary works from the Victorian period through today.

CULTURAL ANTHROPOLOGY (ICS 112) Credits: 3 Description: Basic concepts of cultural anthropology, appreciating the diversity of human culture, and application of anthropological insights and research to cross cultural work are discussed. An introduction to the immigrants of Minnesota completes this introductory course on cultural anthropology.

LIFETIME HEALTH AND WELLNESS (HLTH [TBD]) Credits: 3 Description: This course is designed to help students make health-enhancing lifestyle choices so they can achieve and maintain wellness throughout their lives. Current topics of interest will be explored, including managing stress, eating for wellness, developing fitness, achieving healthy weight, preventing cancer, and understanding addiction. Students will complete assessments and activities that help them personally apply the concepts.

YEAR 2 Fall Courses (Offered Fall 2020)

BASICS OF MODERN ENGLISH (ENG 215) Credits: 3 Prerequisite(s): ENG 124 or ENG 126 Description: This course reviews the usage rules of English grammar, paying particular attention to sentence structure and mechanics. The following is a partial list of topics: types of sentences, run-ons, fragments, comma splices, subject-verb agreement, verb tense, pronoun-antecedent agreement, pronoun case, use of adjectives and adverbs, misplaced and dangling modifiers. The course also examines rules of punctuation. Students write multiple papers to apply the concepts learned in the course. This course also helps prepare education students for their professional exams.

APPLIED MATH & PERSONAL FINANCE (MATH 110) Credits: 3 Description: This course is designed to help students learn and retain the fundamentals of arithmetic and introduce them to algebra concepts. The mathematic principles and quantitative skills will be taught in the context of individual financial decision-making and its connection to societal well-being. This course seeks to address the "how" and "why" in personal financial decisions. Many of the more practical aspects of personal finance will change over time as practices, technologies, intermediaries, customs, and laws change, but a fundamental awareness of ways to think well about solving financial questions and its relationship to God's Word can always be useful. Topics covered include credit/debt, budgeting, saving, and investing.

VISIONS OF THE GOOD: ETHICS AND WORLDVIEW (CT 213) Credits: 3 Description: Designed to develop an ability to identify and critique the basic criteria of various ethical systems, the course surveys the major schools of ethical theory, examines the writings of significant theorists and applies this knowledge to current ethical problems.

YEAR 2 Spring Courses (Offered Spring 2021)

AMERICAN LITERATURE: 1865 TO PRESENT (ENG 233) Credits: 3 Prerequisite(s): ENG 124 or ENG 126 Description: This course is designed to familiarize students with the rich variety of literature produced in the United States from just after the U.S. Civil War through the present. Students will be exposed to a range of writers and traditions that constitute the diverse and multicultural American experience. Through discussion / critical thinking and writing about significant literary works, students will gain a greater appreciation and understanding of American literature: poetry, plays, fiction and nonfiction. A particular emphasis will be placed on the evolution of literature in the midst of the last 150 years: the centralization and expansion of the late 19th century and early 20th century, the diversity and experimentation of the Modern period and the time between the World Wars and the continually shifting contemporary landscape from WWII to the present.

SCIENCE, TECHNOLOGY AND SOCIETY (SCI 280) Credits: 3 Description: This course includes concepts in biological, physical, Earth and space sciences as well as social issues and policies. Students will identify current science-technology-society (STS) issues that will be addressed in the course. Local, regional and global issues will be identified. They will define, research, synthesize and clarify the arguments related to the issues. They will conduct mock public meetings to debate the issues, come to a consensus, and plan to take necessary action. The course includes a set of laboratory activities designed to enhance students' understanding of science concepts.

INTRODUCTION TO GLOBAL STUDIES (ICS [TBD]) Credits: 3 Description: Drawing on interdisciplinary perspectives, this course will examine the complex interconnections of cultural, demographic, economic, environmental, political, and technological networks in an increasingly globalized world. As they investigate transnational mobilities, cross-border conflicts, and

emerging strategies for navigating the challenges of twenty-first-century life, students will develop the ability to approach and answer complex questions from a global point of view.

Professors: The professors teaching these courses will be North Central University adjunct professors. Not all professors have been approved by NCU yet. Some have already been teaching PSEO at YEAH, and some will be new.

PREPARING STUDENTS FOR CAREER SUCCESS



Mid-Metro Academy's approach to PSEO helps students develop the skills that will enhance their success in their chosen careers. According to research, here's what employers are looking for in those they hire and promote:

- 91% of employers agree that for career success, “a candidate’s demonstrated capacity to **think critically, communicate clearly, and solve complex problems** is more important than his or her undergraduate major.”*
- 96% agree that “all college students should have experiences that teach them **how to solve problems with people whose views are different from their own.**”*
- 78% agree that “all college students should gain **intercultural skills and an understanding of societies and countries outside the United States.**”*

Employers endorse broad learning as essential to ongoing career success.

- Employers look for recent graduates who demonstrate proficiency in skills and have knowledge that cuts across majors. “Of 17 outcome areas tested, **written and oral communication, teamwork skills, ethical decision making, critical thinking, and the ability to apply knowledge in real-world settings** are the most highly valued by employers.”*
- Employers say that candidates who possess **broad learning and cross-cutting skills** are best positioned for long-term career success. Only 15 percent say field-specific learning alone is the best preparation for long-term success.*

Pre-planned PSEO at Mid-Metro Academy addresses these employer priorities by:

- Offering a broad-based liberal arts education.
- Building core competencies, especially written and oral communication.
- Emphasizing reasoned discourse, which requires critical thinking and contributes to problem-solving and effective teamwork.
- Developing students’ understanding of our society and the world beyond the U.S.

*Source: Hart Research Associates. *Falling Short? College Learning and Career Success*. Association of American Colleges and Universities, 2015.

Benefits of Cohort Learning

Research confirms the benefits of cohort learning. Findings include the following:

- Peer relationships are associated with increased motivation for learning, persistence in the face of challenges, and success in program completion.
- Because of their enhanced feelings of support and connection, cohort students were able to earn better grades.
- Students benefited from increased exposure to diverse ideas and perspectives.
- Students engaged in “deeper discussions of sensitive issues in class.”
- Camaraderie lent “the support and motivation needed to strive and reach for higher expectations.”
- Students had “a reduced sense of loneliness.”
- Cohorts provided real-world group and interpersonal dynamics, and students were able to transfer those cohort experiences into the work setting.
- More students persisted and completed their programs.

Source: Pemberton, Cynthia Lee, and Rima Karami Akkary. “A Cohort Is a Cohort Is a Cohort...or Is It?” *Journal of Research on Leadership Education*, June 2010, vol. 5, no. 5, <https://files.eric.ed.gov/fulltext/EJ913581.pdf>. Accessed 2 Feb. 2020.

Mid-Metro Academy

Purpose

Mid-Metro Academy exists to provide support to homeschooling families by offering a variety of academic and enrichment classes. Classes are taught from a foundation of Christian values by instructors who are qualified in their respective fields and are passionate about helping youth achieve their highest potential.

Values

Following the Golden Rule given by Jesus, we treat others with kindness and respect. We appreciate the unique, God-given gifts, talents, personalities, and aptitudes of ourselves and others. We provide positive reinforcement, praise, and encouragement freely. We promote critical thinking skills and understanding the “why” behind our actions, thoughts, behaviors, and attitudes. We acknowledge that no single person gets it right every time; there is always room for improvement, and mistakes can be the catalyst for discovery, deeper relationships, and personal growth. Every person has treasure within; positive learning environments and supportive relationships help draw that treasure out. We want to be part of that process.

Structure

Mid-Metro Academy is a nonprofit educational organization (IRS 501(c)(3) status pending) that enables qualified teachers to provide selected academic and enrichment classes to member families. Mid-Metro Academy is not a school and does not keep transcripts or submit reports to the school district superintendent or the State of Minnesota. Member families are responsible for those functions under Minnesota homeschool statutes.

North Central University

Mission

North Central University is a Christ-centered, Bible-based, Pentecostal school with a commitment to academic excellence that prepares students to fulfill biblical models of leadership and ministry throughout the world. (Ephesians 4:11-12)



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